AC-ESI-2018

ACADEMIC CONFERENCE ON
EDUCATIONAL &
SOCIAL INNOVATIONS

13th INTERNATIONAL CONFERENCE

CO-SPONSORED:
"THE EURASIANS -
JOURNAL ON GLOBAL SOCIO-ECONOMIC DYNAMICS"

CO-ORGANIZED BY:

OFFICE OF GENERAL EDUCATION AND INNOVATIVE ELECTRONIC LEARNING, SUAN SUNANDHA RAJABHAT UNIVERSITY, BANGKOK, THAILAND

RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL ECONOMY AND PUBLIC ADMINISTRATION
SOUTH RUSSIA INSTITUTE OF MANAGEMENT, ROSTOV-ON-DON, RUSSIA

AC-ESI
@2018
MILAN.IT
Dear ladies and gentlemen, participants of International Academic Conference on Educational & Social Innovations, academics and scholars, presenters of research centers, educational institutes and business!

Today, in the era of global innovatization, spreading of modern forms of business and public administration, the social and economic role of education for increasing global management competitiveness and self-sufficiency becomes a most important determinant, an effectiveness of international collaboration in discussing on actual educational issues and challenges is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Indonesia, Germany, Iran, India, China whose efforts made possible this meeting of scholars and educators, interested in effective solution of global and national economy challenges using powerful resources of social, cultural and innovative success.

And, of course, I would like to thank all participants for coming here, for their wonderful and useful research.

I want to say, that Suan Sunandha Rajabhat University – as a leading public University of Thailand – is very proud to be an organizer of this significant and important conference.

To each participant I wish success, finding a new colleagues and friends, development of scientific and business contacts, new scientific discoveries that are benefit for society, business and government. And also enjoy your time in fashion and design capital of the world.

Dr. Luedech Giridwichai, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand

On behalf of the Organizational Committee, I welcome you to International Academic Conference on Educational & Social Innovations, in Milan!

AC-ESI-18 attracts researchers, educators and practitioners in all fields of modern education and education institutes management.

Participants have found in these meetings an excellent opportunity to share their experiences with colleagues from distance places and often continued to cooperate with them on their subjects of interest.

AC-ESI – 2018 has been established on a global basis.

We have received more than 80 submissions from 12 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 51 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 5 big sessions.

We would like to express our sincere appreciation to all the reviewers and chairs and members of various committees of AC-ESI-2018 conferences for their precious time and expertise.

I would like to express our sincere gratitude to everyone involved in making the joint conference a success. Many thanks go to the organizing committee, special session organizers, and the organizational committees and reviewers, the conference participants, and of course, to all the contributing authors who will be sharing the results of their research.

It is our great pleasure to have you with us at the joint conference, where I hope new ties will be made and existing ones renewed and strengthened.

Please accept our best wishes for a wonderful stay in Italy!

Grazie!

Dr. Preecha Pongpeng
Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand

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Dear friends and colleagues!

This conference is a meaningful crystallization of international initiatives among the number of institutions towards practical cooperation in interdisciplinary studies, which will contribute to the strengthening of the national educational systems.

The characteristic of the education in our era is change at the speed of light, which led us to the consensus that experts from many countries and many different disciplines must meet and discuss the phenomena, and then suggest solutions. We should be able to delve deeper by discussing problems across different disciplines as widely as possible, and thus grasping more profound solutions and suggestions.

The motivation for this conference is to help one’s country through offering individual expertise and point of view based on one’s individual discipline. As we gather from many different countries and many different disciplines, I believe that we should be able to expand the scope of our efforts and must aim at more challenging global contributions.

I hope all the participants of this conference will enjoy and get opportunities to enhance relationships of knowledge exchange.

I would like to extend my sincere gratitude to the organizing committee and especially to my Thai colleagues for given abilities to be a co-organizer and member of organizational board of AC-ESI – 2018, to be involved in the process of new international tradition formation!

Dr. Elena Zolochevskaya
Russian Presidential Academy of National Economy and Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia

Welcome to International Academic Conference on Educational & Social Innovations!

As a co-organizer of AC-ESI-2018 we tried to make a conference aimed to create a strong platform for academic and educational international collaboration.

Sustainable economical development always requires a breaking of any boundaries between scientists, an increasing of international informational and technological exchange, new forms of cross-cultural and transnational collaboration.

Due to this I am very glad to see here, in hospitable Italy, presenters of dozens countries from four continents. It proves that our activity in a direction of common, global study of patterns for effective, competitive and successful development of educational practices is important, is required by society, science and business.

Suan Sunandha Rajabhat University is strongly related with educational and science provision for progress of Thailand and AEC. Academics of our university conduct research in all areas of economical and social development of Thailand and ASEAN.

We are science partners with Thai Government, presenters of Thai and international business and non-governmental organizations. Active external collaboration of SSRU with educational and research centers of ASEAN, Europe, Australia and USA opens huge prospects of international science collaboration and science exchange.

Furthermore, for making our conference work more effective and memorable, we tried to provide maximum comfortable conditions for all our delegates.

Therefore, I hope that the AC-ESI-2018 will achieve all set objectives to provide our delegates with education, networking, leadership enhancement and sweet memories.

Dr. Nattapong Techarattanased
Deputy director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand
In the modern conditions, world transfers from the multilevel system of national social systems with strictly identified boundaries of economical interests and kinds of international collaboration to the absolutely complicated mix of transnational business, national states and international organizations whose interests are actively interact, intersect, overlap and even conflict each other’s! Private sector is effectively using advantages of educational and cultural globalization, is mostly able to create multilevel markets and complex market strategies, to spread internal corporate net-work outside – to the directions of states, customers of educational products, institutes and competitors.

It shows how important and how significant is international science collaboration, international research and discussions on different issues of actual education and social development. Practical experience in economical stimulation, reformation of educational systems, regional integration, governmental support of educational and research institutes, increasing of national external competitiveness is very difficult to over-evaluate.

Being an educational and science leader of Thailand and ASEAN, an effective example of business-government-science collaboration, Office of General Education and Innovative Electronic Learning at Suan Sunandha Rajabhat University is really appreciated to be a co-organizer and informational partner of Academic Conference on Educational & Social Innovations, to be involved in the processes of international science collaborations and innovative ideas’ transfer! Hope these collaborations will have bright and significant prospects.

Finally, I would like to welcome all participants of AC-ESI – 2018 and to wish new science results and findings, ideas and conclusions!

Dr. Jarumon Nookhong
Deputy Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand

As a Member of Editorial board of Academic Conference on Educational & Social Innovations - 2018 I am delighted to welcome all participants in Milan!

The aim of AC-ESI- 2018 is to serve as a primary channel of knowledge sharing and the promotion of educational and social innovations internationally.

An important goal of the conference is to encourage learning from each other by exchanging ideas and views, and building networks.

A successful conference cannot be organized without the effort of many persons.

I would like to thank both working teams from the Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University and South Russia institute of management of Russian Presidential Academy of National Economy and Public Administration for their enormous contribution towards the detailed arrangement of this conference.

Furthermore, I would like to express my gratitude to the authors who submitted their papers to the AC-ESI 2018 as well as reviewers for their contributions and effort to an excellent conference proceeding.

Finally, I hope you will enjoy the conference and have a wonderful time during your stay in Italy.

Warmest Regards,
Mr. Apisit Rattanatranurak
Deputy director of office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand
Warm greetings from AC-ESI – 2018 organizing committee!

As a coordinator of our International conference organization I tried to do everything for making this year conference the best one!

We spent many hours for choosing venue; we spent gigabytes of internet traffic sending mails and calls for papers!

Hope, all these spent were not useless. And our conference will be very successful, productive and important for society, science and business.

I am glad to note, that a number of AC-ESI – 2018 participants is still high!

Geography of our conference is covered 9 countries from Asia, East Europe, Middle East and even Africa!

Enjoy Italian natural and cultural heritage, world most famous outlets and restaurants! Don’t forget to taste risotto with local wine, visit Da Vici museum and listen magic opera in La-Scala!

And to get new knowledge, new ideas and new friends from AC-ESI-2018!!!
Day 2 08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
9.00 Opening ceremony Meeting Room
Welcome speeches:
Dr. Preecha Pongpeng
Director of Office of General Education and Innovative Electronic Learning,
Suan Sunandha Rajabhat University, Bangkok, Thailand
Dr. Zolochevskaya Elena
Dean of faculty of Public Administration,
South Russia Institute of Management of
Russian Presidential Academy of National Economy and Public Administration
Dr. Bundit Pungnirund
Dean of College of Innovations and Management, Suan Sunandha Rajabhat
University, Bangkok, Thailand
Ms. Darina Prokhorova
Editor-in-chief of Journal of International Studies, Poland
Dr. Oleg Patlasov
Omsk Humanitarian Academy, Omsk, Russia
Dr. Denis Ushakov
Organizational board of AC-ESI-2018
09.40 University's Management And Students' Satisfaction: An Empirical Study
Through Structural Equation Modelling
Key-note speech by Dr. Johan W de Jager
Tshwane University of Technology, Pretoria, South Africa
10.30 Group photo Foyer
10.40 Coffee-break Foyer
11.00 Formation of the Social Successfulness of Students with Disabilities in the
System of Continuous Inclusive Education
Key-note speech by Dr. Preecha Phongpheng
Office of General Education and Innovative Electronic Learning Suan Sunandha
Rajabhat University, Bangkok, Thailand
11.40 Human capital and decentralization of education (the case of Tlajomulco de
Zuniga Jalisco, Mexico)
Key-note speech by Dr. José G. Vargas-Hernández
University Center for Economic and Managerial Sciences,
University of Guadalajara, México
12.20 Educating Young People in Multicultural Environment of Higher
Education Institution
Key-note speech by Dr. Nattapong Techarattanased
Office of General Education and Innovative Electronic Learning Suan Sunandha
Rajabhat University, Bangkok, Thailand
13.00 Lunch Restaurant
Day 3 09 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
08.30 Registration open
09.00 Session 2 - Human capital: educational and managerial issues of formation and development
09.00 Pramsuk Huanprapai & Sasinan Prajongjai
09.20 Ria Mardiana Yusuf
09.40 Nattaporn Srichana & Warawut Chienkrut
10.00 Pordee Sukpun & Paween Sribunrueng
10.20 Aekkaphob Intarapoo & Pattiya Traiteepung
10.45 Coffee - break
11.00 Bundit Pungnirund
11.20 Sarawut Yamdee & Supas Amornchantanakorn
11.40 Mahir Pradana
12.00 Pimporn Thongmuang
12.20 Larisa Nevskaya & Svetlana Akhmetova
12.40 Lunch
13.30 Session 3 - Modern teaching: modern technologies and practical methods
13.30 Nuntiya Noichun & Narasak Phunaploy
13.50 Zhang Li-Ping
14.10 Watchara Sungkobol & Sasiwimon Maneewong
14.30 Awad Soliman Keshta
14.50 Kanpetch Saranomtawat & Pimporn Thongmuang
15.10 Toraitane Munegumi
15.30 Coffee - break
15.50 Arias Sinthu & Aknarin Piyanaphayamonkol
16.10 Nutch Phasuk & Natwulan Wangnil
16.30 Krit Chaisaengduen, Tospon Pimpa
16.50 Farangis Saeedi
17.10 Arunroong Wongkungwan & Sathiya Phunaploy
18.00 Dinner
Day 4
10 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

08.30 Registration open  Foyer
09.00 Session 4 – Management in educational institutes: modern issues and future prospects
09.00 Pennapha Meeto & Raweewan Khankham
09.15 Amber Osman & Muhammad Imtiaz Subhani
09.30 Bundit Phraptapanorn & Kulnida Wannawattana
09.45 Vera Gnevasheva
10.00 Yuttana Rattanasuwan & Piyanun Thanachai
10.15 Ratanaporn Sukserm & Thidarat Choknakawaro
10.30 Juan Francisco Aguirre Chavez
10.45 Coffee – break  Foyer
11.00 Supapan Supakongchailey & Rutchanawee Pamrungthai
11.15 Runglaksana Rukkam & Paphitaya Silpakia
11.30 Vanhangpu Khobung
11.45 Aina Jacob Kola
12.00 Paakpoom Klaythong & Patcharida Wisaike
12.15 Arun Sundee & Anutsara Chanprapa
12.30 Lunch  Restaurant
13.30 Session 5 – Usage of ICT and social networking in educational process
13.30 Kiattipoom Phachuen
13.50 Chun-Pei Lin
14.10 Piched Girdwichai
14.30 Siriporn Meenan & Naruemcha Narapong
14.50 Atef Abuhmaid
15.10 Pirawat Chaiyaphoomsakul, Sawitree Charampon & Apisit Ratanatranurak
15.30 Coffee – break  Foyer
16.50 Nuntiya Neichun
16.10 Nuntinee Nakderee & Patompong Punnabhun
16.30 Sudarat Srima & Krissana Aree
16.50 Vasyuta Eugenia
17.10 Grigoryeva Natalya & Kolycheva Zhanna
17.30 Dinner  Restaurant

Awards and closing ceremony

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INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

Day 2
14.00-17.30
Session 1
Environmental education: ways and challenges of implementation
Chairman: Dr. Jürgen Drissner
1 Sinchai Poolkdai
Adisak Chuchat
Suan Sunandha Rajabhat University, Bangkok, Thailand
Environmental education and behavioral change
2 Jürgen Drissner
University of Ulm, Germany
Environmental education outside school: effects of a half-day teaching programme
3 Pattamaporn Kaewklongka
Apirat Tiayawan
Suan Sunandha Rajabhat University, Bangkok, Thailand
“Public-based-learning”: environmental controversies for pedagogical purposes
4 Wipada Chaiwchan
Kittipat Usalek
Suan Sunandha Rajabhat University, Bangkok, Thailand
Considering students’ environmental self-determination
5 Kvetoslava Rešetová
Slovak University of Technology in Bratislava, Slovakia
Publishing opportunities of doctoral candidates
6 Pawinee Ratanakorn
Uraiwan Tunnukul
Suan Sunandha Rajabhat University, Bangkok, Thailand
Educational environment for teenagers’ moral relations development
7 Anosha Rojanapanich
Prem Thanatripop
Suan Sunandha Rajabhat University, Bangkok, Thailand
Analyzing business factors of students’ environmental attitudes
8 Pachara Wangmeey
Worakarn Jantarasinghim
Suan Sunandha Rajabhat University, Bangkok, Thailand
Conceptual model for teaching the relationship of daily life and human environmental impact
9 Umnop Panpuang
Sayonee Sangmueak
Suan Sunandha Rajabhat University, Bangkok, Thailand
Sustainable development and teaching perspectives

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Day 3  
09.00-12.30  
Session 2  
Meeting room  
Human capital: educational and managerial issues of formation and development  
Chairman: Dr. José G. Vargas-Hernández  
1 Pramsuk Huanprapai  
Sasinan Prajongjai  
Sunandha Rajabhat University, Bangkok, Thailand  
Social capital and knowledge management in the context of staff empowerment  
2 Ria Mardiana Yusuf  
Narassadin University, Makassar, Indonesia  
The practice of human resource strategic roles by “ulrich” model  
3 Nattaporn Srichana  
Warawut Chuenkrut  
Sunandha Rajabhat University, Bangkok, Thailand  
Student’s research work as the condition of professional education  
4 Pordee Sukparatkul  
Paweena Sribunrueng  
Sunandha Rajabhat University, Bangkok, Thailand  
University students’ entrepreneurial intentions: ways for in-study implementation  
5 Aekkaphob Inatrapoopol  
Pattiyai Traiteepong  
Sunandha Rajabhat University, Bangkok, Thailand  
Strengthening the basic competence of sciences for master students  
6 Bundit Pungnirund  
Sunandha Rajabhat University, Bangkok, Thailand  
Interpersonal intelligence: how gender difference impacts egocentrism and development of students identity  
7 Sarawut Yamdee  
Supas Amornchantanakorn  
Sunandha Rajabhat University, Bangkok, Thailand  
Do employees’ performances depend on their motivations? (case study at Indonesian National bureau of plantation)  
8 Mahir Pradana  
Telkom University, Bandung, Indonesia  
Self-health care behaviors of elderly  
9 Pimpon Thongmuang  
Sunandha Rajabhat University, Bangkok, Thailand  
Current trends in the development of innovative activeness of enterprise personnel  
10 Larisa Nevskaia  
Svetlana Akhmetova  
Penza National Research Polytechnic University, Russia  
Day 3  
13.30-17.30  
Session 3  
Meeting room  
Modern teaching: modern technologies and practical methods  
Chairman: Dr. Bundit Pungnirund  
1 Nuntiya Noichun  
Narasak Phunaploy  
Sunandha Rajabhat University, Bangkok, Thailand  
Problem based learning (PBL-civics) model development to improve the motivation and learning outcomes  
2 Zhang Li-Ping  
Yu Qiu  
Shanghai University of Engineering Science, Shanghai, China  
Study of cooperative education pattern  
3 Watchara Sungkobol  
Sasawimmon Maneewong  
Sunandha Rajabhat University, Bangkok, Thailand  
Analysis of mathematical education on economics specialty  
4 Awad Soliman Keshta  
Islamic University of Gaza (IUG), Gaza, Palestine  
The effectiveness of a blended learning program on developing palestinian tenth graders english writing skills  
5 Kanpetch Saranontawat  
Pimpon Thongmuang  
Sunandha Rajabhat University, Bangkok, Thailand  
Innovative methods of teachers’ practice-orientation development  
6 Toratane Munegumi  
Narum University of Education, Naruto, Tokushima, Japan  
Considering future directions for the specialized evaluation of educational programs for science teachers  
7 Arias Sinthu  
Akmarin Pyaphanyamongkol  
Sunandha Rajabhat University, Bangkok, Thailand  
Dialogue-based teaching model in college English teaching  
8 Nutcha Phusak  
Natwalun Wangnil  
Sunandha Rajabhat University, Bangkok, Thailand  
Business field trips impact on education processes  
9 Krit Chaisaengduaan  
Tospon Pimpa  
Sunandha Rajabhat University, Bangkok, Thailand  
Project-based hybrid business education of graduate and undergraduate group  
10 Farangis Sadecii  
Gilan University, Roshan, Iran  
The effect of negotiation on second language acquisition  
11 Arunroong Wongkungwan  
Sathiya Phunaploy  
Sunandha Rajabhat University, Bangkok, Thailand  
Environmenters: mentoring at-risk through university partnerships  

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Day 4  Meeting room

Session 4  Management in educational institutes: modern issues and future prospects
Chairman: Dr. Muhammad Imtiaz Subhani

1  Pennapa Meetto
Raweeawan Khankham
Suan Sunandha Rajabhat University, Bangkok, Thailand

2  Amber Osman
Muhammad Imtiaz Subhani
Ips University, Karachi, Pakistan

3  Bundit Phraratananum
Kulhidawan Dumkum
Suan Sunandha Rajabhat University, Bangkok, Thailand

4  Vera Gnevasheva
Moscow University for the Humanities, Moscow, Russia

5  Yuttana Ratanasuwon
Piyanun Thanchai
Suan Sunandha Rajabhat University, Bangkok, Thailand

6  Ratanaporn Suksum
Thidarat Choknakawaro
Suan Sunandha Rajabhat University, Bangkok, Thailand

7  Juan Francisco Aguirre Chavez
Autonomous University of Chihuahua, Chihuahua, Mexico

8  Supaporn Wimonchaiker
Rutchanawan Parbua
Suan Sunandha Rajabhat University, Bangkok, Thailand

9  Rungla-samee Rodkam
Paputchaya Silpaksa
Suan Sunandha Rajabhat University, Bangkok, Thailand

10  Vanthangni Khobung
Educational Research and Training WCERT Bhayal, India

11  Aina Jacob Kola
College of Agriculture, Igboora, Oyo State, Nigeria

12  Paakpoorn Klaythong
Patcharinda Wisaiart
Suan Sunandha Rajabhat University, Bangkok, Thailand

13  Arun Sundee
Anutara Chanprapas
Suan Sunandha Rajabhat University, Bangkok, Thailand

Day 4  Meeting room

Session 5  Usage of ICT and social networking in educational process
13.30-17.30
Chairman: Dr. Atef Abuhmaid

1  Kiattipoom Phuchuen
Swan Sumantha Rajabhat University, Bangkok, Thailand
Application of classroom assistant software based on Android

2  Chun-Pei Lin
National University of Trang, China
An effect of existing knowledge assets to inbound/outbound disruptive innovation

3  Piched Girdwichai
Suan Sunandha Rajabhat University, Bangkok, Thailand
Analytical study on improving expertise of university students through innovative training project

4  Siriporn Meenanan
Siriporn Meenanan
Naruecha Narakong
Suan Sunandha Rajabhat University, Bangkok, Thailand
College students' information quality and study on correspondence and education system in "Internet+

5  Atef Abuhmaid
Middle East University, Amman, Jordan
Information and communication technology integration within the practicum

6  Pirawat Chaiyaphoosmakul
Savitri Chavamporn
Apvisi Rattanatunrunak
Suan Sunandha Rajabhat University, Bangkok, Thailand
Video converter using GPU on web application

7  Nuntiya Noichun
Sawitree Charamporn
Nontiya Noichun
Sawitree Charamporn
Suan Sunandha Rajabhat University, Bangkok, Thailand
Applications as IT-element of special disciplines teaching

8  Nuntinee Nakdongee
Pattompon Punnabhum
Suan Sunandha Rajabhat University, Bangkok, Thailand
Designing of individual educational path of teacher's professional development in conditions of information educational environment

9  Sudarat Srima
Krisana Aree
Suan Sunandha Rajabhat University, Bangkok, Thailand
Trend of visual communication design education in the cultural and creative industries

10  Natalya Grigoryeva
Southern University (IMB), Russia
Zhanna Kolycheva
Don State Technical University, Russia
Taxation and employment. considering relationships and factors of efficiency

11  Vasuta Eugenia
The Russian Presidential Academy of National Economy and Public Administration,
South Russia Institute of Management, Rostov-on-Don, Russia
Medical tourism in Russia: growth potential and competitiveness issues


educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter. Tal and Morag (2009) described field trips as student experiences outside of the classroom at interactive locations designed for educational purposes.

Field trips may be planned for five purposes:
1) To provide firsthand experience.
2) To stimulate interest and motivation to science.
3) To add relevance to learning and interrelationships.
4) To strengthen observation and perception skills, and
5) To promote personal (social) development (Michie, 1998).

Field trips take students to locations that are unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts, activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition (Lei, 2010).

The connection between the field trip venue and the classroom links the field trip’s experiential learning with prior experiences and learning from the classroom (Lei, 2010).

To save money and time from preparation and traveling, some instructors choose to simply use the school computers and take digital field trips. Options are plentiful and students do not learn from the digital experience, but students only experience what the media thinks is important, and the students do not encounter a multidimensional activity in which all their senses are fully involved (National Research Council (NRC), 2009). In contrast, field trips are experiential, authentic social events that create a new way of knowing an object, concept, or operation (Scarce, 1997). Quality experiences lead to deeper learning and interest development (NRC, 2009).

Kinds of Field Trips

Formal field trips consist of planned, well-orchestrated experiences where students follow a documented format. Government agencies, museums, and businesses offer excellent formal experiential learning activities and programs, which are usually run by the venue’s staff. One student’s experience is essentially the same as any other student’s experience. Teachers find such programs comfortable because the students are bound to a choreographed agenda. However, there are minimal opportunities for students to personally interact and connect to the experience (Rennie, 2007). Informal field trips are less structured and offer students some control and choice concerning their activities or environment.

When observing students interacting in an informal education setting such as a science center or field station, teachers are often amazed by how much students know and which students possess the most knowledge (Rennie, 2007). Informal education is a legitimate cognitive learning model. “Informal science experiences - in-school-based field trips, student projects, community-based science youth programs, casual visits to informal learning settings, and press and electronic media can be effectively used to advance science learning” (Hofstein & Rosenfeld, 1996, p. 106). Students feel at ease in an informal learning environment.

The focus may be individualized, activities are not competitive or assessed, interaction is voluntary and unforced, and social interaction is encouraged. Together, these qualities create an intrinsically motivated student (Rennie, 2007) that encourages students to examine their connection to the local and national communities, as well as their connection to the local and global ecosystems (Krepe1 & Dorr1, 1981).

Non-school related informal field trips such as family activities, also contribute significantly to children’s science knowledge (Rennie & McClafferty, 1995), although science knowledge and interest acquired at home may be compromised if the majority of experience occurs through the media such as television and the Internet, in which children may have difficulty determining reality from entertainment.

Experiential Learning

It is important to understand experiential learning when discussing field trips. Experiential learning is authentic, first-hand, sensory-based learning. Experiential activities explore, touch, listen, watch, move things, dissemble and reassemble. Learning consists of having an experience and then transforming it into an application or result (Kolb, 1983).

The Association for Experiential Education defined experiential learning as a methodology in which educators direct students to a specific experience, and then guide the students through reflection to “increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities” (Association for Experiential Education, 2012, http://www.aee.org/about/whatisEEd). Experiential learning is not restricted to a certain age levels. Infants, toddlers, and growing children develop all their skills and knowledge through experience. Kolb (1983) described experiential learning using a spiraling four step cycle. A student has an experience. Reflection occurs as the student talks about the experience, and abstraction occurs as the student thinks about the experience. The student plans a new experience to test the new knowledge, and the new experience takes place, and the cycle continues. Each time a cycle is completed, some learning has taken place. Although experiential learning appears to be simple, there are caveats to be considered.

The learning process is not instant. Time is required to analyze and then synthesize a concept that accommodates into an already established knowledge pool. Experiential learning is not one dimensional. A learned concept will integrate with all previous knowledge. A student with many connections concerning a subject will accommodate new knowledge, develop skills, clarify values, and add relevance to learning and interrelationships (Michie, 1998). Experiential activities should play a significant, beneficial role in any science classroom. NRC (2009) illustrated that students who acquire hands-on, authentic experience may develop curiosity and interest, leading to a desire to learn more. Observation skills improve. Social skills develop as the students share perceptions and knowledge with others. Students may begin to look forward to classes and connect previous knowledge and experiences with the new concepts.

A strengthened interest in science may lead the student onto a science related career path or establish higher quality scientific literacy. Teachers also gain many benefits. Students are interested and motivated, permitting the instruction to rise to new and higher levels. Students who are interested and alert in class will learn the concepts, thus standardized test scores may improve. When learning is discussed, it is most often assumed to occur in the formal classroom setting. Learning is contextualized, affected by motivation, expectations, prior knowledge, experience, prior interests, beliefs, control, and choice (NRC, 2009).
Learning requires time to construct meaningful understanding (Kolb, 1983). According to Kolb’s (1983) learning cycle, learning experientially requires the learner to have an experience and then reflect, analyze, and test the idea to develop knowledge and to create another experience.

Teachers often use this learning format in the formal classroom through labs and projects. Informal experiential learning can be an equally powerful learning tool with unique virtues. Attendance and involvement are voluntary or free choice, the curriculum is varied, the learning opportunities are neither competitive nor evaluative, all ages may participate at any given time, and the effort is learner motivated (Rennie, 2009; Rennie, 2007).

Formal educators might consider increasing student interaction by adding informal learning opportunities to reinforce classroom knowledge and allow students to assimilate and accommodate experiences to their classroom knowledge. An informal education venue can be a valuable resource that reinforces classroom pedagogy (Nabors, Edwards, & Murray, 2009). A field trip with a single focus will provide a potential impact to students’ cognitive skills, knowledge, interests, and future career (Hutson, Cooper, & Talbert, 2011).

This may be particularly true for students who are academically challenged or described as ‘at risk’ due to low performance on high-stakes tests or performance in the classroom. Field trips offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning. Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Nabors et al., 2009). Students develop a positive attitude for learning, motivating them to develop connections between the theoretical concepts in the classroom and what has been experienced (Falk, Martin, & Balling, 2007; Hudak, 2003).

Outdoor field trips provide an opportunity for students to develop increased perceptions of a greater vocabulary, and an increased interest in the outdoors (Hoisington, Savelski, & DeCosta, 2010). Developed interest stimulates curiosity, empowering students to ask questions, discuss observations, consider past experiences, or simply ponder the topic (Farmer, Knapp, & Benton, 2007b; NRC, 2009).

When on a field trip, the venue is not the only location that affects students, they also gain knowledge and understanding about their neighborhoods and communities as they travel from the school to the field trip venue (Nabors et al., 2009). Personal connections are an important aspect of environmental curricula, not only because students gain understanding through the connections, but also by developing emotional connections to the subject matter. Increasing awareness and care lead to increasing passion for the subject matter, no matter whether it concerns the environment, animals, or a social situation (Tal, 2004b; Tal & Morgan, 2009; Variano & Taylor, 2006).

With increased interest or passion, learning is promoted as students conduct deeper observations, give in to curiosity and conduct simple investigations, discuss the subject matter with peers and teachers, and construct more abstract connections (Falk and Dierking, 2000). The majority of field trips occur during the school day, but extended field trips provide another option. Overnight field trips promote social growth for participating students by encouraging positive interactions among the students, teachers, and chaperones. Students experience independence away from home and the classroom.

Some students will develop with the freedom, but others may possibly need emotional support and well defined limits (Pace & Tesi, 2004). Field trips, especially overnight experiences, also benefit teachers. Dillon et al. (2005) noted that teacher and students'

Benefits from field trips are not guaranteed. Field trips are not meant to be short term teaching instruments. Students may acquire short term learning, but without reinforcement in reflection or debriefing, the learning or interest development may only be temporary. Art term memory does not constitute learning (Dierking & Falk, 1997). In contrast, Rennie, Knapp, and Benton (2007a) suggested that one year after a well-orchestrated field experience, many students remembered what they had seen and heard, and displayed a newly developed proscience attitude.

Barriers and Negative Effects

Field trip venues such as museums and zoos present problems that need recognized. Why exhibits and fancy displays often obscure the real science within the exhibit. Displays have sloppy or poorly worded explanations that yield no learning potential. Ethical tensions of the subject matter are sometimes ignored or glossed over. Science might be viewed as easy and unproblematic, omitting any reference to failures and issues science by the scientists during research and discovery, thereby failing to communicate scientific process or communication of scientific thought, and focusing on conclusions rather than the journey or process involved to make the discoveries (Rennie 2007).

Michio (1998) identified seven barriers to successful field trips:

1) transportation;
2) teacher training and experience;
3) time issues such as school schedule and teacher’s ability to prepare;
4) lack of school administrator support for field trips;
5) curriculum inflexibility;
6) poor student behavior and attitudes; and
7) lack of venue options.

Finding time for the trip and making arrangements for students who cannot make the trip adds tasks to an already busy teacher schedule (Mawdesley, 1999; Scarce, 1997). Others need to determine the logistics to transport students. Large introductory classes present unique challenges due to the need of larger transportation facilities, safety issues, student logistical planning, and time lost trying to organize the large group (Hudak, 2003). It is imperative that the teacher prepares the students for the field trip in order to maintain a level of control that will allow for learning to occur when the class arrives at the site (Ewert, 2009). Kalvaitis (2007) suggested that often a teacher’s biggest fears losing control of the students once at the field trip location. Upon arrival at a field trip venue, students are often disoriented resulting in excited, explorative, and uncoordinated behavior (et al., 1978). The teacher should be prepared to focus the students’ mental and physical energy towards participation at the venue (Lei, 2010).

Conclusion

The outcome of an experience depends on a person’s interests, motivation, life circumstances at that time, needs, and prior experiences and knowledge (Rennie, 2007). Field
Trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increases a student’s knowledge foundation, promoting further learning and higher level thinking strategies. With understanding comes confidence and intrinsic motivation.

A successful and quality field trip requires teacher preparation and interaction. Some factors should be addressed before the trip. The experience needs to be planned. The teacher should present the venue to the students, and they should prepare the students by orienting them to the venue’s layout, activities, and expectations. Student groupings should be set up prior to arrival at the venue.

Chaperones need to be trained. The trip needs to connect to the curriculum, students should be actively engaged, and all students should be able to take part in the trip regardless of financial, physical or intellectual status. Teachers need to consider safety issues and should prepare to embrace the unexpected. On the day of the field trip, the teacher may need assistance from the venue’s staff, but the teacher should remain involved, participating in the activities and guiding students when necessary.

Perhaps the teacher’s most difficult task is to allow students freedom to experience the activities. Back at the classroom, it is imperative that the teacher spend sufficient and quality time to reflect on the experiences and help students build connections to the curriculum concepts. All aspects of the trip’s success are directly or indirectly dependent on the teacher. (Millan, 1995).

Field trips have become less common due to limited funding and limited available time, due to each school system’s focus on standardized testing. Non-traditional field trips are still quite possible.

Campus field trips provide a cost-saving alternative, while retaining the benefits of traditional field trips. Outside, students might explore around the school grounds, focused on a specific topic or concept. In the classroom, students may create their own classroom or school museum exhibits, or a local university or science museum might share mobile exhibits with the school. No matter whether the school is urban, suburban, or rural, ecology is everywhere (Lei, 2010). There is much to be learned from a vacant lot, the edge of a parking lot, a puddle, or a bush. Field trips can stimulate new learning, increase interest towards science, trigger interest development, and provide many rewards to both the teacher and the students. (Searle, 1997).

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